

THE *Journal* AER OF THE *AER*

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THE ASSOCIATION FOR EDUCATION BY RADIO

Who? What? Where? When?

Vickie Corey, educational director, Station KDKA, Pittsburgh, was in Europe the past summer.

The Radio Committee of the Lutheran Church—Missouri Synod, has designated October 30 to November 3 as National Lutheran Radio Week.

Dr. Tracy F. Tyler, *AER* Journal Editor, served as acting dean of the 1949 Second Summer Session, July 25 to August 27, at the University of Minnesota.

Mrs. Hazel Kenyon Markel, WTOP director of program service, received in May the "Forty-Nines" award from Secretary of the Treasury John Snyder for her efforts in U. S. Savings Bond drives.

Russell Helmick, principal, Holmes high school, Covington, Kentucky, is the winner of the new Croyd Broadcasting Corporation fellowship at the University of Cincinnati for the study of the relationship between education and television.

Temple University, Philadelphia, through its Department of Journalism, now transmits facsimile editions. Equipment costing more than \$45,000 was transferred recently to the University by the *Philadelphia Inquirer* in the form of a grant.

Burton Paul, manager, Station KUOM, University of Minnesota, resumed his post July 1 after spending the past year in graduate study at New York University. Ruth Swanson served as acting manager of the station during his absence.

The Minnesota Radio Council, at a luncheon meeting on May 13, re-elected as president Dr. Tracy F. Tyler. Other University of Minnesota staff members on the Council's Board of Directors include President J. L. Morrill and Music Department Chairman, Dr. Paul M. Oberg.

The Encyclopedia Britannica organization began June 5 to award sets of the *Britannica* as prizes to students who most successfully complete the radio home-study courses offered by the NBC University of the Air, in cooperation with the University of Chicago, University of Louisville, and Kansas State Teachers College.

Fan Kiznen, Station WNYE, New York Board of Education station, is the author of *The Strain On and Other Tales*. This Houghton-Mifflin Company publication was planned for production by young students as make believe broadcasts in the classroom or assembly, as real broadcasts over a PA system, or as dramatic readings.

The National Broadcasting Company will launch a country-wide five-week observance of the United Nations' accomplishments in politics, economics, and social problems on September 18, two days before the UN General Assembly convenes. The American Association for the United Nations is cooperating in the project, which closes with a worldwide UN Day October 24.

The University of Wisconsin held its seventh annual Audio-Visual Education Institute July 12-15.

Dr. I. Keith Tyler, director of radio education, Ohio State University, was in charge of radio workshops in Atlanta and St. Louis during the past summer.

The Santa Monica, California, city schools have utilized some 500 students in broadcasts over their own station, KCRW-FM, since the station's first broadcast, November 17, 1947.

Dr. Armand Hunter, Temple University, Philadelphia, taught courses in radio speech and radio drama during the first term of the Summer Session of the University of Minnesota, June 13 to July 23.

The National Military Establishment has selected Charles Dillon to head the new Radio-TV Branch. His assistants include Commander Harry Hulston, Major Tom O. Mathews, and Captain Bob Keim.

The National Association of Broadcasters announced recently that six libraries have been added to the FREC-NAB radio literature depository list, bringing the total number of participating libraries to 122.

The H. V. Kaltenborn Radio Scholarship has been established at the University of Wisconsin. It is expected that the \$15,000 trust fund which Mr. Kaltenborn has contributed will yield approximately \$500 for the year 1949-1950.

Iowa State College, the first educational institution in the United States with a TV permit, purchased recently transmitter equipment from the General Electric Company for its station, WOI-TV. The station will operate on channel 4 with 5 kw. power.

Indiana State Teacher's College, Terre Haute, has a radio script library totaling 1,058 scripts. It functions not only in the conduct of educational broadcasting by the College, but also serves other colleges, universities, and civic organizations of the state and nation.

Listeners are the title of a mimeographed bulletin which provides an annotated listing of recommended radio programs suitable for use by English teachers. Interested teachers should write to Leon C. Hood, chairman, AER and NCTE Radio Committee, 61 Lafayette Avenue, East Orange, New Jersey.

Earl Bunting, managing director, National Association of Manufacturers, urges the schools to be more alert in using the newer aids to teaching, such as motion pictures and radio. "There is no question that schools have been backward in this respect because they haven't had the money," he says. "We in business use [them] to train our salesmen and operators [and] for internal operations. Many of our plants, shops, and offices are also wired for music and for quick communication. Schools, too, must begin to use on a wider scale these aids."

Judith C. Waller, NBC public service director, Central Division, sailed for the Paris UNESCO meeting on June 17.

Alpha Epsilon Rho, the AER-sponsored honorary radio fraternity, reported a membership of 1,100 at the time of its annual meeting in Cohanus last May.

Lewis Lane, director of the music research section of NBC, left his post last spring after twenty-one years association with the company. He is now devoting his entire time to teaching and lecturing.

The United Nations has prepared a great many educational radio materials—transcriptions, scripts, etc. Interested AER members should write to George Ivan Smith, Radio Division, United Nations, Lake Success, New York.

Dr. E. W. Ziebarth, chairman, Department of Speech, University of Minnesota, and a consultant and broadcaster for CBS, spent six weeks the past summer on a flying trip through Europe as a CBS "Roving Reporter."

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ALPHA EPSILON RHO

The Association sponsors Alpha Epsilon Rho, an undergraduate professional fraternity in radio.
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Don't Sell Education Short!

BROADCASTING WAS ALMOST GIVEN UP FOR LOST at the Institute for Education by Radio at Columbus last May. A majority of the speakers seemed to take it for granted that TV was the coming medium; that everything radio did, TV could do better; and that it was only a matter of time before radio would go the way of silent motion pictures.

No doubt TV is superior to radio in certain types of programs. But sound alone can provide stimulation to the imagination in many dramatic situations that is superior to sight and sound combined. It also appears that, because TV viewing is so much more tiring than radio listening, TV sets will be used fewer hours per day than radios when the novelty wears off. Finally, TV seems totally unsuited for those who wish to secure education, information, or entertainment while working at other tasks—doing housework, studying, reading, playing games, dancing, etcetera.

What radio's eventual place in society will be in the future will probably depend as much as anything else on the vision with which the leaders in today's radio industry study its problems and apply the remedies which good judgment dictates.

Radio exists to render public service. Unless it serves well the public interest, convenience, and necessity it has no justification for existence. Not all radio station owners appear to have accepted this principle even though it was stated clearly in the original Radio Act of 1927 and repeated in the Communications Act of 1934. They seem to believe [or so their actions would make it appear] that the radio frequency which they use is theirs solely for profit. Nothing could be farther from the truth!

The United States Congress, when the Radio Act of 1927 was written, left no doubt that all radio frequencies belong to the people. That principle has never been challenged, but not all of its implications have been followed.

An excellent example comes to mind. The Constitution reserves to the several states the control of education. Yet state educational institutions—colleges, universities, and public schools—which desire radio facilities to make their educational service more effective, have generally been pushed aside in favor of others who use publicly-owned radio frequencies for private profit.

If a public school or state university needs land for educational purposes, such property can be acquired regardless of its prior use or ownership. Why not radio frequencies?

Have the members of the Federal Communications Commission forgotten that education is the most important function which a state provides for its citizens? How long could a democratic government survive without education—without an enlightened electorate? And what are the practical implications of this principle? Perhaps it might be simpler

to show some of the respects in which it is being violated.

The University of Minnesota and Iowa State College, to mention only two examples, have been operating for years much-appreciated and needed educational radio services for their respective states. In each case the state-owned station operates simultaneously on a clear-channel assignment with a commercial station. Under present FCC rules, both WOI and KUOM are required to leave the air at sunset and thus be silent during the hours when the largest potential audiences are available. The rule is supposed to protect the commercial station from interference in its service area. Yet engineering studies show no interference in California from WOI [where KFI, which shares WOI's frequency, is located]; or in a similar area surrounding New York [where the station which shares KUOM's frequency is located]. There is thus, it seems to this writer, no longer any sound reason why WOI and KUOM should not be permitted to broadcast unlimited time.

But there is an even more vital issue at stake. Many state-owned educational radio stations need the coverage for state-wide service which only AM broadcasting can provide. And educational needs are superior to commercial ones. If the FCC finally recognizes this fundamental fact, beclouded as it has been by those who have a personal rather than public interest point of view, could it longer hesitate to serve the needs of such states as Iowa and Minnesota, even though some interference might result?

It is regrettable that the original Federal Radio Commission lacked the foresight to make provision for educational broadcasting by the states when it made the original allocations. The FCC did better. It set aside educational channels when it opened the FM band. This has proved to be a wise decision. The only danger now is that some FCC members, lacking a sound educational philosophy, may reassign these educationally dedicated frequencies to commercial use merely because they think the states have been too slow in using them.

Hearings concerning rule making for TV allocations began in Washington on August 29. Will the FCC make the same mistakes as did the FRC more than twenty years ago? Education in most states is not yet ready to enter the TV picture. But that time will come. Will there be TV frequencies for education then? The newest Commissioner, Frieda B. Hennock, believes that provision should be made in the ultra-high frequency band for the establishment of a non-commercial educational TV service. So far the majority of the Commission does not agree with her.

If education is frozen out of the TV band as it was out of the AM band, will it not give our enemies another example of what they so often accuse us, the worship of material things over those of the spirit? Can we afford to make this mistake!—TRACY F. TYLER, Editor.

The President's Page

THE RESULTS of the May 1 election have been sent to all members with announcements of membership renewals. The election resulted in a strong group—many of whom were former officers—so there is a continuity of experience. The masthead of this issue of the *AER Journal* lists those newly elected to office. Terms of office for the five national officers are for two years, which insures continuity of effort.

A number of problems face the AER. Primarily and perennially we are faced with the problem of adequate financing. The only way this obstacle can be overcome is through an increase in the membership. We suggest, therefore, that every local chapter make heroic efforts to increase its activities on a local level, which is the only way the membership will grow. Many chapters or local groups are doing exactly this—notably New York Metropolitan, Los Angeles Metropolitan, and others. The Indiana State Group maintains its membership extremely well.

The fall Executive Committee and Board of Directors meetings will be held during the *School Broadcast Conference* in Chicago, October 18, 19, and 20. Plans will then be announced for the activity of the national group during the next biennium.

Interest in radio in education continues to grow; we can foster that interest within our own school systems through our local AER groups; such activity is bound to carry over into other radio fields.

I am not a prophet, but it would seem to me that educational radio has the opportunity to assume leadership in broadcasting of all kinds. The commercial operators are "whistling in the dark." Television, as mighty as it will become, will never usurp the place of radio. The educator is faced with as great an opportunity, provided he presents the best in radio, as any broadcaster ever was. Now is the golden hour. Unless we as educators accept the challenge and make the most of it, we and all the things our profession stands for will be the losers.

It was your president's good fortune to attend a seminar in communications at the University of Illinois early in the summer. To this meeting came commercial broadcasters, educational

broadcasters, thinkers, professors, philosophers. It was an opportunity to obtain some perspective on the problems which face us; an opportunity to re-



evaluate the purposes and aims of our kind of broadcasting as well as broadcasting in general. A report concerning the results of this group thinking has been mimeographed. It may be obtained in limited quantities from Dr. Willbur Schramm, Director, Communications Institute, University of Illinois, Urbana. I believe it is one of the most pertinent reports on educational radio to have been developed.

The Thirteenth Annual School Broadcast Conference will meet at the Sherman Hotel in Chicago, October 18, 19, and 20. This meeting, given over to a consideration of the problems of school broadcasters, school utilization of radio, and the like, assumes an ever increasing importance. Advance registrations have come in from all corners of the country. The SBC this year will devote an even greater part of its program to fundamental problems of production, script writing, workshop rehearsal, and classroom use of all radio.

State school superintendents from Illinois, Michigan, Wisconsin, and Indiana will open the three-day session; John L. Bracken, president of the American Association of School Administrators will make the keynote talk. Bishop Bernard J. Shiel has been invited to moderate the session.

Richmond Postgate, director of

school broadcasting for the British Broadcasting Corporation, has indicated that he will attend and is scheduled for three appearances on the program. William F. Heinlich, director of Station RIAS, Berlin, has been invited to discuss the part radio is playing in the reorientation of Germany's youth.

Dr. Benjamin Fine, education editor, *New York Times*, is the speaker at the annual AER-SBC luncheon, Wednesday, October 19. Dr. Fine will speak on the subject, "The Crisis in American Education," and will be introduced by Dr. Herold C. Hunt, general superintendent, Chicago public schools.

The Junior Town Meeting group will present a demonstration to be chairmanned by George Probst, director, Chicago Round Table. Mr. Probst says he has used fourteen different approaches in the presentation of the Round Table and has promised to discuss and demonstrate them. This should be an excellent meeting for teachers interested in the round table technique.

Dr. Donald Horton of the University of Chicago has some extremely interesting thoughts and ideas about TV in general, as well as in the realm of education. Plans are being set for a TV classroom demonstration followed by Dr. Horton's discussion and an overall presentation by a panel of those who are now working in television.

The AER has been singularly fortunate in the great number of its members who have been abroad recently either on armed services or UNESCO missions. Judith Waller, Vickie Corey, Josephine Wetzler, Kathleen Lardie, and others are being invited to share their experiences at the Conference.

Workshop demonstrations, utilization demonstrations, on-the-air originations are also planned. The educational exhibit this year will be excellent; forty different school systems and stations have been invited to participate. The exhibit of new equipment promises some amazing developments in radio receivers, television receivers for classroom use, and tape recorders.

The Thirteenth Annual School Broadcast Conference promises a great deal. Registration should be indicated immediately; hotel reservations should be made directly with the Sherman Hotel, Chicago.—GEORGE JENNINGS.

Columbus Radio Institute, 1949

THE CHAIRMAN OF THE FEDERAL COMMUNICATIONS COMMISSION, opening Ohio State University's 19th annual Institute for Education by Radio, said: "You have created here the world's foremost forum for the study of broadcasting as an educational and cultural medium." Chairman Wayne Coy's tribute was a fitting preface to a successful 1949 conference which was attended by some 1,000 broadcasters and educators from throughout this nation, Canada, England, France, Germany, Turkey, and Central America.

A consistent "scene stealer" in the veteran educational gathering was television, termed by one Institute speaker as "a baby of gigantic proportions—a Paul Bunyan kind of infant." With Bunyan-like prowess, the new medium began netting a large share of the conferees' attention at the official Institute opener, when FCC head Wayne Coy declared, "My own belief is that five years from tonight, television will be the dominant medium of broadcasting."

Continuing his long-range predictions on what the next five years will bring in broadcasting, he said "Five years from tonight, most Americans will be getting most of their broadcast information, education, and entertainment from television. . . . Sound broadcasting will be attracting less of the listeners' attention, especially during the evening hours, will be attracting less of the advertisers' dollars, will be secondary to television. . . . Forty to fifty per cent of the homes in America will have television receivers."

During the next five years, he continued, television's growth will be accelerated through the removal of four bottlenecks—the FCC freeze on the granting of permits for new construction, the limitation of the present 12 television channels in the Very High Frequency band, the scarcity of network facilities, and the huge cost of station construction and operation.

He stated, "I do not believe that American radio broadcasters will take any loss of audience to this new medium without vigorous efforts to make their programming more attractive in an effort to hold their audience or a reasonably large part of it. . . . Given imagina-

tive leadership, aural radio broadcasting can and will serve a most important function in our national life."

FM radio, according to Mr. Coy's forecast, also will continue to grow, fulfilling a demand for the best kind of sound service available. He said, "The overwhelming majority of American AM radio stations, excluding the 56 clear channel stations, could serve larger areas, could serve those areas with better signals, and could provide service more days and more hours out of the year with FM."

In conclusion, Mr. Coy paid tribute to all who have helped "to build this Institute for Education by Radio up to its present impressive eminence." He added, "There is urgent need for the expert, professional, free, and democratic discussion that prevails at these Institute meetings."

Appropriately enough, the meetings which followed the opening address were marked by some of the most spirited discussions in IER history. Contributing factors to the sometimes peppery exchange of words and ideas were the active participation of such articulate persons as Commissioner Frieda B. Hennock, first woman to serve on the FCC, and the expert discussion guidance of Kenneth Bartlett, director of the Syracuse University radio center.

Another important contribution to program effectiveness was the streamlining of format, which enabled conferees to attend a greater number of

small group sessions than in the past.

Highlighting the entire four-day program, the emphasis on television reflected the interest of attending broadcasters and educators in the potentialities of the new medium as a cultural and educational instrument. In the first Institute general session to be devoted entirely to TV, conferees heard five authorities in research, education, television, motion pictures, and other media in a discussion of the question, "What will TV do to American life?"

A day earlier, in the official IER opener, the director of the Dumont television network had a word of warning regarding the implications of television for American economy, "if we continue to think of television in the narrow confines of an entertainment medium." Serious economic repercussions, declared Commander Mortimer W. Loewi, will result from today's "apparent race to see which 'angle' can give Mr. and Mrs. Public the most free entertainment in their house." He added, "A race raised on a diet of entertainment will shortly display many of the characteristics of a moron." Yet in the field of education, TV, if properly used, is "the greatest instrument for mass dissemination of information and knowledge since the days of Gutenberg," said the Dumont executive.

A healthy skepticism toward forecasts of television's future influence on American life was urged by Oscar Katz, CBS director of research, in the major presentation of the general TV session.



DR. I. KEITH TYLER, Institute director; WAYNE COY, FCC chairman; and JOHN F. PATT, Station W.G.A.R. manager [l to r], who appeared on the Institute's opening session devoted to "The future of broadcasting."

The research authority expressed a personal belief, however, that "Television will be the greatest of the mass media of our time" and, as a result of its broad appeal, "most of television's programs will be entertainment." The tastes of its nation-wide audience, he stated, will determine its content.

Katz criticized educational radio for its false starts and failures which, he said, "stemmed from our disregard of those inherent attributes of radio that make it a mass medium." He urged educators not to underestimate the importance of showmanship in such a medium. "When we use television for specific educational purposes, let's be showmen just as much as are the producers of comedy or quiz shows," he urged.

But that much-used term, "showmanship," has a new meaning as far as television is concerned. Dr. Edgar Dale, Ohio State University audio-visual expert, pointed out. Taking a definition from Webster, he said, "We can 'adeptly exhibit things to advantage' or 'skillfully display' any idea that we wish. Television can not only provide the know-how, the show-how, but also the motivation, the want-to." He stressed, "Television is personal, concrete, real."

As an educational instrument, he said, TV has many possibilities for parent education in health and child care, for showing the grave educational needs not only of children in foreign lands but of our youngsters at home, for helping people understand the work of social agencies. He called television, "A necessary backdrop to an understanding of our history, geography, our varied people."

Pointing out cultural and educational dangers, Dr. Dale said, "Too exclusive an interest in producing entertainment for the masses sometimes means thinking of 'the masses' as 'them asses' . . . Specificity and concreteness add dangers as well as advantages. . . . It is easier to distort the truth with pictures than it is with words."

What international radio can do to dispel distortion of truths by existing propaganda agencies abroad, and thereby contribute to better world understanding, was described by David Penn, spokesman for the *Voice of America* and one of two principal speakers at the Saturday morning international session. What UNESCO is doing in radio throughout the world was discussed by George Voscovec, former Prague play-

wright, now with the UNESCO mass communications staff in Paris.

Commentator Penn described the "Voice" as the youngest and perhaps the least understood branch of the U. S. State Department's international arm. Its primary objective, he said, is aimed at achieving through peaceful means the things wars have failed to accomplish in the past. *The Voice of America*, he said, "does support and explain, and in all ways tries to further American foreign policy. We do try to give our listeners around the world a clear, first-hand picture of American democracy in action . . . to supply news in Eastern Europe, to fill the blank spaces left by Communist censorship, to tell the whole story, and, for a change, give these people a chance to arrive at their own conclusions . . ."

He continued, "Now, more than ever before in history, there is a world-wide need for a strong, realistic voice of truth and candor—a voice that gives home to the democratic spirit wherever it may exist, be it within a single individual in a forced labor camp, or within the soul of an entire country temporarily stripped of its freedom."

An outstanding general session, headed by IER conferees for its practicality, was the meeting dealing with "How Educators Can Use Radio Effectively," in which Erik Barnouw, manager of the Columbia University Radio Bureau, outlined the development, programming, promotion, and actual broadcasting of the VD series of the U. S. Public Health Service. Using a similarly effective play-by-play technique, Earl O. Wright, U. S. Public Health Service representative in Ohio, described the distribution and results of the VD programs in that state.

In a noteworthy introduction to the session, presiding officer Clifford J. Durr, former FCC commissioner, declared: "There is a tremendous backlog of seriousness in the American people. I have observed, too, that people have a way of responding to big challenges. They are not much moved by petty ones."

The presentation of a big idea does not require the tricks of showmanship—all it needs behind it are honesty, simplicity, and guts."

The 1949 emphasis on timeliness and practicality, evident in the Institute general sessions, was also apparent in the many work-study panels, clinics, and special interest meetings. Like a recurring motif in a long musical compo-

sition, discussions of television, its programming problems and techniques, were integrated into many smaller group meetings devoted to specialized broadcasting areas.

Speaking before a work-study group on school broadcasts, Mrs. Ruth Weir Miller, WCAU-TV educational director, asserted that television, wisely used, will usher in a new era in education. She declared that the experimental TV project sponsored by her station, which brings specially designed programs to school children in the greater Philadelphia area, has already proved that television has "undreamed of potentialities as the teacher's ally."

At the session on problems of youth discussion, Edward Stasheff, assistant program director of WPIX in New York City, told the IER audience how his station handles the difficulties involved in telecasting *Junior Town Meeting* programs. The great difficulty, he pointed out, has been the apparent conflict between having the microphone and cameras turned on the right speaker and the necessity of making the discussion as spontaneous as possible. He said that WPIX has solved the problem by rehearsing students in the opening and closing phases of the discussion, and by running through a mock show in which the topic differs from that used on the actual broadcast.

Robert B. Macdonald, director of educational activities for WAAT and WATV in Newark, at the same session championed the cause of commercial sponsorship of youth discussions, stating, "The sponsor often makes it possible for the program to exist, and for the educational values to accrue to the students taking part, to the student body as a whole, and to the community."

A meritorious Friday afternoon session receiving unusual attention was the meeting arranged for the guidance of educators who are wondering what their institutions should do about television. Chaired by Dr. Armand L. Hunter, head of the department of radio-speech-theatre at Temple University, the session featured Dr. I. Keith Tyler, IER director, in a discussion of the potentialities and limitations of TV in education; Richard Rider, production manager of WLW-C in Columbus, in an address on practical problems of TV station operation; and a four-member panel in a symposium on "What practical steps for educators?"

Symposium participant Carl Menzer, director of WSUI at the State University of Iowa, declared that cost is the biggest problem to an educational institution interested in establishing a TV station. "But," he cautioned, "in order to do the job right, education must own and operate its own stations. Halfway methods produce halfway or worthless results. The use of TV in education requires continual experimental work even after satisfactory methods are employed and there can be no strings attached or handicaps imposed."

Among the numerous other outstanding smaller group meetings were the panels devoted to agricultural broadcasters, national organizations and radio, children's programs, adult education, and religious broadcasts.

Highlight of the traditional Institute dinner, the final event on the 1949 agenda, was the presentation of lifetime memberships to IER co-founders, Congresswoman Frances Payne Bolton and Dr. W. W. Charters. Only such membership previously conferred was that awarded former FCC member, Clifford J. Durr, during the 1948 educational conference.

From the two principal speakers on the dinner program came criticisms and compliments. Edgar Kobak, former president of the Mutual Broadcasting System, urged the IER planners to "raise the sights, increase the stature of the Institute . . ." To the conference visitors, he said, "Too many of you come to heckle, and I am a good heckler myself. We don't give enough."

He continued, "One trouble is that everybody here dissents. We are all



Representatives of four nations discuss the problem, "Can radio contribute to world peace?" They are (l to r): NORMAN LAURER, BBC North American director; PIERRE CRENESSE, French Broadcasting System North American head; WILLARD C. WICHES, Netherlands Information Bureau Midwest director; and IRA DILWORTH, CBC International Service supervisor.

members of minority groups . . . and we come here with our feelings on our sleeves and we get hurt." Among numerous suggestions for bettering the yearly conclave, he included modernization of the meetings, avoidance of conflicts, consideration of a change in location, possibly merging with other university institutes.

Mr. Kobak described the Columbus conference as "the nearest to a top program meeting in the entire industry. The NAB gets together but they don't really get to the program problem. . . . Perhaps the basis of this should be built around that program structure, and maybe the word 'education' is just a part of it."

Commissioner Frieda B. Hennock, concluding the program, declared, "Of the several thousand colleges in this

country, I don't know of any whose activities in the last few days were more important, on their fine, distinguished, beautiful campuses, than were your activities in this group here at the Deshler Wallick campus."

"Be educated," she urged. "That is a very magic word to me. I wish when applicants [for FCC licenses] come before me I could require them, as one of the conditions preceding, not only to get familiar with our requirements but also to attend this Institute . . ."

She concluded, "I consider television your blackboard. . . . I am going to try to keep this blackboard standing for you, available for you, as many hours of the day, in as many places of the country as I possibly can. I think you will need no pointer."—ANNE RICKARD, Ohio State University.

Planning the Radio Language Course

STATION XYZ DECIDES TO OFFER a foreign language course. Professor D is detailed to organize and give the course. He has never before appeared in front of a microphone, much less given a language course over the air. He is beset with questions. How shall he set up his course? What, if anything, should be done before the first day of the class? Should he ask for any secretarial or professional help?

Professor D's problems fall into two general categories: [1] What items should be considered and what details should be arranged before the course starts? [2] Exactly how should the

course be conducted? It is the problems of the first category that we shall consider here. Those of the second category will appear in a later article.

Time—For a general audience, an early evening hour is best; for an audience of housewives, between nine and eleven-thirty in the morning is good. The nearer noon the program comes, the harder it is for the housewife to listen. Afternoon hours are less favorable.

Language requires practice and repetition. The course should therefore meet as many times a week as possible. Four or five class periods per week are better

than two or three.

Each session should be long enough to enable the instructor to warm up to his subject and to offer drill in various skills, yet not so long that the hour becomes boring or that auditors are unable or unwilling to devote the amount of time allotted to the course. The optimum time for one class hour is about thirty minutes. Too little can be accomplished in less time; a longer period tends to drag.

Level—If the size of the audience means anything—and it always does in radio—the course will be one for beginners. A beginning language course at-

tracts more than twice as many listeners as any other. On the one hand, it draws beginners of all categories. On the other hand, it appeals to a multitude of listeners who have studied the language before and who are delighted at the opportunity of reviewing that language at a leisurely pace. Any course labeled "advanced" eliminates at the outset not only all those who have never studied the language before but also a large number who have already learned the language but who do not feel themselves proficient enough to take up the study of the language at any point whatever termed "advanced."

Type—What should Professor D attempt to accomplish in his language course? What do adults want in a radio language course?

It can be shown from letters by auditors of radio language courses that a goodly number of radio language students take such courses either because of the greater understanding it gives them of other peoples or because they feel that a language course stimulates them mentally and keeps them from getting into a rut. The broader the scope of the course, then, the greater its appeal. The ideal is a combination of the development of linguistic skills with a stimulating presentation of the social and cultural aspects of a foreign country.

Whatever he chooses to do, the professor will have to sell his course to the radio audience. No matter what he does, if he can carry the program by his enthusiasm and originality, he will have listeners. However, adults do prefer certain linguistic activities to others. Let us explore the possibilities.

It might be a traditional grammar-translation French course in which the instructor explains grammatical points in English, then translates French into English and English into French. With that procedure, the instructor may expect a very small radio audience. Grammar explanations interest only the chosen few whose minds run in that direction, and translation on the elementary level is deadly dull. Moreover, such translating can easily be done by students themselves without the aid of a teacher.

It might be a conversation course in which the instructor teaches the class a number of everyday phrases one would hear in traveling. Such a course would initially draw a large number of students, for on the radio, the mere

name, "conversation course," is magic. But unless the conversations were highly interesting and presented in some spectacular manner so as to hold the interest of the students, the enrollment would tend to drop off as phrase after phrase of empty palaver finally cluttered the memory and bored the audience.

It might be an all-content course based on the culture of the people speaking the language. Adults are interested in social and cultural aspects of foreign countries, and such content would certainly elicit interest. But too much culture can be stifling, and it would require lively personal experiences of the instructor, interspersed into the cultural reading content, to prevent such a course from becoming dull.

The radio language course, in order to have the greatest possible appeal, must choose from the best of each of these approaches, combine them into an interesting and stimulating series of lessons which give the radio student enough grammar so that he can carry on, enough conversation so that he can have a feeling of learning to speak and especially to understand the language, and enough thought-content so that the mature mind will be stimulated by ideas rather than bored by meaningless isolated sentences or by connected paragraphs of trivia.

Whatever the material, it must be organized so that the student can work out part of it outside the radio hour, and it must be presented by the radio instructor with such enthusiasm that the student will want to learn it.

Textbook—In the radio language class, the textbook is of the greatest importance. It determines to a large extent the content and the method of the course. It is the sole means of learning which the student has outside the class hour.

The textbook should have the following characteristics:

[1] It should look attractive and have illustrations.

[2] Its methods and content should correspond with the aims of the course.

[3] Its lessons should be carefully graded. Not too many new words nor too much new grammar should be taken up in any one lesson.

[4] The lessons should be divided into units which can be taken at the rate of one a day.

[5] The reading selections should consist of connected paragraphs, never of isolated sentences. The material should be interesting and stimulating and should appeal to the mature mind. A judicious use of cognates in reading selections is very effective, for cognates give the student a feeling of accomplishment.

[6] The price of the text should be within the means of the members of the radio audience.

[7] There must be good exercises.

As far as possible in advance, it is well to make arrangements with the publisher of the textbook chosen or with the local bookstore or with the radio station itself whereby the radio student can order the book by mail. It is important that the place and price at which the book may be obtained be given as much publicity as possible before the course begins.

Exercises—Good exercises are even more important in the radio language class than in the ordinary class, for they are the one means the student has of developing his linguistic knowledge outside of class and of checking it during the hour.

Good exercises are characterized by their appropriateness, workability, and correctability.

Appropriateness suggests that they be constructed so as to drive home principles presented in the lesson. They must emphasize the important things. They must be short enough not to tire the student. They must be graded in difficulty.

Workability requires that the instructions at the head of the exercises be explicit, so that the student will have no difficulty knowing exactly how to proceed. Exercises should start with easy sentences that will give the student the feeling of accomplishment and gradually lead to harder ones. There must be no sentence with "catch questions" nor misemphasis on obscure points. Students must develop the feeling that they can work out the exercises if they know the principles involved in the lesson.

Correctability demands that exercises be so constructed as to be easily corrected over the air. For that reason, indefinite exercises, exercises in which a number of replies might be correct, exercises asking for original examples, etc., are not recommendable. The radio pupil cannot ask, "Teacher, is this also correct?"

English-to-foreign language translation exercises, if used, should have the following characteristics:

[1] They should be short, preferably with no more than ten sentences to an exercise.

[2] No one sentence should contain too many new words, and all words should be in the English-to-foreign language vocabulary at the end of the book.

[3] The sentences should be simple, concentrating on the difficulties of the lesson at hand.

[4] Whenever a sentence contains a construction which is bound to give the student difficulty, a footnote should give a hint as to the proper solution. In French, for instance, the sentence, "*We always go to the movies in the evening*," presents two difficulties for the elementary student, and he will certainly make errors unless they are pointed out. Therefore, this sentence should be edited as follows:

0. We always¹ go to the movies in² the evening.

Naturally, the first note would not be necessary in a lesson on the position of adverbs.

Use Mimeograph—A good radio textbook must be more carefully worked out than the textbook used in the classroom. The instructor may feel that it is therefore preferable to prepare his own lessons and distribute them in mimeographed form.

With ample time for preparation and with some previous experience in broadcasting language courses, a radio instructor may well undertake such a project. But the preparation of an entire book presents many problems not only of composition, but also of production and distribution.

Other things being equal, it is preferable to look long for a suitable printed text.

On the other hand, it is quite desirable to prepare a short mimeographed pamphlet containing supplementary material which may be sent to all radio auditors. In such a pamphlet, the instructor can give directions to the students as to how to study the language and the lesson, he can give supplementary exercises if he finds the textbook he has chosen deficient in one way or another. He can also give additional reading texts on subjects not taken up in the regular book.

This pamphlet can be distributed free of charge or at a nominal price.

Assistance—The radio language instructor is constantly receiving mail. There will be daily inquiries concerning the nature of the course and the materials used in it and requests for supplementary material employed in connection with the course. Students frequently send in questions concerning the course. For days after a radio language test, dozens of letters will arrive at the station.

To take care of the mail adequately, there are needed the services of a secretary and of someone who knows the language and can correct the tests. It might be estimated that secretarial serv-

ices are needed for a period of from fifteen minutes to a half hour a day and that help in correcting papers is needed at the rate of from ten to twenty hours each time a test is given.

It may be that the radio station itself or the language department sponsoring the course can allow the radio instructor the services of its secretary for a limited time each day. Advanced students majoring in the language may be hired to correct the tests. The ideal solution is to find an advanced language student who has also had secretarial training. Such a student can be trained to take care of all incoming mail as well as to correct tests and exercises.

Whatever the solution, it is most important to the success of the course that the instructor maintain contact with his radio students. Mail should not go unanswered. Members of the class should feel free to write in when they have questions.

Publicity—A beginning course is not easy to enter, once it has started. It is highly important, therefore, that the station's listeners be informed of the language course before it starts and that the merits and nature of the course be so displayed that their listeners will want to enroll.

Here are some of the means of publicity that may be used:

[1] Frequent spot announcements of the program to come can be made by the station offering it and especially at the hour at which the program will be given.

[2] For two or three months before the beginning of the program, write-ups concerning the program can be placed in the station's monthly bulletin.

[3] Announcements may be made in local papers of the area which the station serves.

During the first weeks of the course, announcements of the nature of the course, the text used, and where it may be obtained, can well be made before and after the language class.

Many requests will come to the station concerning the course. To take care of these expeditiously, a mimeographed letter containing information concerning the nature of the course and the text used can be prepared. This letter should stress the fact that for anyone who has had some study of the language previously the course may be taken up at any time.

Enrollment—It is well to keep count of the number of auditors in a radio language course, if only to justify its being given. It is useful to have a card-index of the regular listeners containing their addresses, their previous

language training, and a record of the tests they take and the results made in them.

There are various ways of getting a list of the auditors following the course. Among them are:

[1] Simply by asking each auditor to drop a card to the station, stating what previous training he has had in the language being given.

[2] By registering everyone who sends in a test during the examination period.

[3] By offering something free to those who do enroll. It might be a two-page outline of the course. It might be a mimeographed supplementary bulletin containing exercises or reading material to be used in the course. It might be several pages of information concerning books and magazine articles which deal with the country whose language is being studied. Whatever it is, the fact that it is being offered to those who write in will cause people to send in their names.

The First Two Weeks—In a beginning language course by radio, the first two weeks are important. The instructor must conduct those lessons in such a way that he holds both beginners and more advanced students and yet so that other beginners could still enter the class without discouragement at any time during this two-week period.

In this time, the instructor will cover very little ground, but what he does cover, he will do intensively. Part of the hour will be devoted to aspects of the country whose people speak the language and will be in English. This part of the program can be made stimulating enough to hold the attention of everyone while new students are entering the course late. Songs of that country sung in the native language help to attract listeners.

Vacation—It is bad, both from a linguistic point of view and from a radio point of view, to interrupt the radio language course by a week or two of vacation during which nothing concerning language is given during the usual language hour. Yet, most schools have vacation periods.

In schools where recording equipment is available, the course can be carried on as usual by transcription. However, it is not a bad idea to offer an intensive review instead during such periods. In that way, members of the class can also take a vacation if they so desire or they can listen to the material which they have already covered if they choose.

If recordings of the reading of the lesson by natives have been made for use during the regular radio hour, they

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¹Place directly after the verb. ²In each time phrase, the preposition is not expressed in French.

Let's Strengthen Station RIAS, Berlin!

HAVE READ S. A. Cislér's recent letter to the Editor of *Broadcasting—Telecasting Magazine* in which he calls the budget for RIAS, Berlin [in the middle of the Russian Zone of Germany] "Operation Rathole."

I believe Mr. Cislér's feeling a natural one. It is likely to be typical of the reaction of any good American radio man thinking in terms of American coverage, American facilities, American listeners, and American staffs. It was my reaction before I went to RIAS and the four other stations in our Zone last year resolved to improve the situation.

Mr. Cislér wonders who is in charge of RIAS. It is William F. Heindrich, former colonel, G-2, Berlin, whom many NBC commercial executives remember as a darn good radio man with plenty of practical experience before the war. There are only three other Americans at the station.

I soon discovered, as Mr. Heindrich had known for some time, that radio in Germany is not radio in the U. S. Here are a few sample difficulties:

[1] Where are you going to get radio staffs after you have thrown out the Nazis, have replaced them with their sharpest opponents, and then, after training these, have found that many of them also have to be thrown out because they are Communists, which is an objection now, though it was less important four years ago? You have no small stations, and no colleges or schools to train people for you, or to provide instructors.

Absenteeism is also too high, among people whose resistance has been lowered by years of malnutrition, that more "extras" are needed than here. All those extras appear in the 600-man staff list.

[2] A part of the 600 are drivers of cars used to haul talent to work and back, or the public address cars, which are the only ways of getting the news to the people when electrical current is off all day. Pure waste, of course. But when there are no street-cars, buses, taxis, or other means of transportation, when you have to hire mostly women because of the shortage of men, and when studio shortages make rehearsals between midnight and 6 a.m. the regular procedure, what would you do? And when people count on you for the truth, when you consider it extravagant to use PA to groups of hundreds who wait along your PA cars' announced route to hear and see that the U. S. is still there?

[3] Probably the thing to do is use less people for various program types.

—What are all those people doing in educational school radio, for example? When radio stations must themselves provide schools of the air for schools with book shortages, where does Mr. Cislér propose to get this material? Has he ever attempted to plan, write, and produce such a series for perhaps 15 programs a week? Or is it im-

portant, and should the Germans in this battleground area be left to the Russian-controlled *Schools of the Air* and the "truth" they spread?

—What are all those people doing in news and political commentary? Has Mr. Cislér ever tried to answer several hundred Russian lies a day spread by a 100,000 watt station established for twenty years, located a few blocks away, with a so-called "news staff" of a hundred? And has he ever tried it without the efficient news tickers he is so dependent on here, with a staff who still cannot tell the difference between news and "plants," and with far less efficient telephone and other facilities than here?

—What if RIAS doing with a symphony orchestra and other musical groups as well? With symphonies of their own at Radio Berlin [the tremendous station in the Russian Sector], Radio Leipzig and a dozen other Russian-controlled stations, twice as large and twice as well-paid as anything our zone has to offer, one begins to realize how thoroughly good, original music is a part of German life. Where the good music is the Germans will tune. The Russians are shrewd enough to know where they can scrimp and where they can't. On radio music they don't.

—RIAS has at least 3 commentators who draw salaries comparable to those of outstanding radio men in the U. S. But for that fee these Germans, Hungarians, Rumanians, etc., risk their lives every day. These commentators are a few of the "big names" still left—men of courage—with standing offers of twice or three times what RIAS can offer, any time they will go over to Radio Berlin. And anyone who believes one or two or three commentators can do the job should try it some time.

[4] American occupation authorities broke up the cartels and combines they felt dangerous. One of the tightest was the Nazi Radio Network. There is no longer any network. Each station, and German stations are often 100,000 watters, now is in effect a network production center, creating from scratch all its broadcasts. If the purpose is to save money, records could be used. But meanwhile the Germans would be listening to Russian-controlled stations, no radio talent to carry on democratically after we leave would be being trained, and it is questionable whether such methods are the way to meet a crisis, win friends for Democracy, or serve the public interest in a war-torn land.

[5] If the engineering budget looks large, it must be remembered that it includes duplicate facilities and staffs, and a duplicate power plant, since central electrical current is available only a few hours a day. While I was there trees were cut down and fences built so bombs could not be tossed into the transmitter building by someone who believes RIAS programs pretty effective. For no matter how it looks from here, RIAS has been a powerfully effective weapon in the Berlin area.

Both RIAS and the air lift are uneconomical, admittedly. From here the air lift looks like the better investment. But anyone who has seen any of the scores of prisoners escaped from Russian uranium mines who come to RIAS, as the one place they know about, for help, or who has seen RIAS "broad-

casting" over the many public address trucks, each complete with announcers and recordings of commentators, to the people of our sectors who have electricity and can hear the programs by radio only two to four hours in every twenty-four, realizes the impact of this station. Although the Germans in our zone hear RIAS only two hours a day, the warm feeling it gives them to tune in and find RIAS, and *Vorwärts* *Spekula* and other programs still there, grouped into the very two hours when they have electricity, is a comfort.

Even greater is what we are doing to hold back the westward surge of Russian propaganda pressure. By long wave and short wave the Germans occupied by Russia hear RIAS day and night—with truth and corrections. If the cold war should become hot, Tempelhof Airfield and RIAS would undoubtedly be among the first two spots seized, or blown up.

Since the Office of Military Government has invited me to suggest other experts, I am recommending Mr. Cislér and the project he suggests [the flying of American radio men to Berlin, to "clean up the waste"] with the warning, however, that unless diagnosis is based on at least a few weeks of observation, preferably by persons who can talk to the Berlin "man-on-the-street," rather than hear silver-plated "translations," far greater harm can be done than good. Unless some of those who suggest changes are prepared and willing to stay to see them through, observing some of the new problems created, they should think twice before making recommendations. In Berlin the game is for keeps. Here is one spot on earth where we are really on the offensive—and have Russia off-balance. To starve the talent we have back into Russian arms would be precisely what they would like.

In the face of recommendations which would cripple this vital tool, as a former commercial broadcaster as well as one concerned with re-education of Germany, I can only warn of the disaster which would follow, and point out how typical it often is of our thinking to insist on retreat at the very point where a bridgehead has finally been established, at great cost perhaps, but at a

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Classroom Listening Techniques

"AREN'T WE LISTENING to the radio today?"

"Look at the time—We've missed Captain Jinks."

Remarks like this are often heard in classrooms since the Newark Board of Education Station WBGO-FM has been on the air.

Using the radio as a teaching technique is new, and children need to be orientated in its use. In the first few lessons the major objective is learning to listen; the information received is incidental. The children must be taught the importance of listening for the outstanding facts. This can be done by having discussions before the program and then putting questions on the board that the broadcast may be expected to answer.

In a city having its own radio station, there is usually a teacher's manual in which such questions appear. If no manual is available, the children can formulate their own questions if the discussion before the broadcast is guided correctly. For example, upon being told that the program about to be heard would be a panel discussion by children concerning democracy, some of the questions asked were: "What is democracy?" "How does it affect us?" "What does it mean to me?" "How do we practice democracy?" The children will ask enough questions from their own knowledge of the subject to enable them to know exactly what to listen for and not to grope blindly. The experienced teacher does not have to wonder if the children are getting anything from the broadcast. She can tell by the faces and the manner of the

children if the broadcast is above their level of understanding.

Even in the fourth-grade the children may be taught a method of taking notes. During the broadcast the teacher writes a word or phrase on the board. This simple outline assists retention. Later the children learn to pick out the more important ideas themselves.

All radio listening lessons must be purposeful and planned. If you tell the children what the broadcast is to be about, they know what to expect and therefore listen more attentively. One cannot simply put the radio on and expect attentive listening from young children. A discussion or question period must follow the broadcast. A 15-minute radio lesson is of little value unless there is post-broadcast discussion.

As the program is broadcast, actual participation by the children is of great value and requires exact listening. The children follow eagerly and retain the information given. This type of lesson also provides excellent training in following directions, since directions are seldom repeated.

In story broadcasts the children are listening for pure enjoyment and note-taking should be discouraged. However, in the discussion which follows, new horizons can be opened and strange conclusions reached, because their thinking is stimulated to such an extent by the stories. For example, after listening to the story of Rip Van Winkle, the discussion centered around the family and family relationships. One child started the trend of thought. She was impressed by the fact that although old Rip

neglected his family and did nothing to help them along, it was his daughter who was delighted to see him after his long sleep and said, "Come father, come home with me."

After listening to radio lessons, there is a definite increase in vocabulary among children from underprivileged homes and foreign backgrounds. It is most gratifying after a science broadcast on animal life to hear fourth-grade children, for instance, talk about mammals and marsupial and ruminant animals in their correct usage.

Very often the lessons are timely. A broadcast about bees may come at the same time as a story about bees in the reader. Or, a story of Captain Kidd might coincide with a spelling lesson about "Buried Treasure." Here, however, a careful study of the radio schedule makes this correlated fact known to the teacher.

A radio lesson is not a breathing spell for the teacher or a chance to fill in fifteen minutes. The teacher must know in advance what the program is about; if not the actual continuity of the program. Then, the teacher must also listen attentively in order to be able to lead the discussion or questions which might evolve from the broadcast.

The manner in which she has seen children grow in their ability to express themselves orally and in writing has convinced this writer that radio's most important service is to stimulate the thinking of every child in the classroom rather than provide information, important as the latter may be.—EVELYN P. PENN, teacher, Central Avenue school, Newark, N. J.

Radio Education in Italy

WHEN I ARRIVED IN ROME, it occurred to me that my complete ignorance of the Italian radio structure and its educational activities was at least partially due to a lack of published information in the United States. So I looked up Dr. Federico Radice, *segretario generale*, Radio Italiano, in the hope that he might give me some information.

Young Doctor Radice, along with a small staff, divides his time between supervising radio education and con-

ducting listening surveys for all types of programs. He explained that both these activities were in elementary stages of development, but that he was eager to establish an effective organization. Before I could question him, he handed me an FREC bibliography and requested that I check the titles which might be helpful to him.

Before the war school broadcasts were a well-organized activity with excellent performance standards, but the widespread destruction has deprived

most of the schools of their receiving sets. At the present time there is only irregular listening.

To appreciate the problems of broadcasting in Italy, one must understand that Radio Italiano, known as RAI, is the only organization authorized to make broadcasts in the country. RAI is part of a huge monopoly headed by IRI [Istituto per la Ricostruzione Industriale], which was created by the Italian fascist state. One of IRI's holding companies owns most of the stock

in RAI and large parcels of real estate, and it controls advertising firms, copyright organizations, publishing houses, and newspapers. Many of the former administrators who flourished under Mussolini have been returned to their posts, and governmental officials may exercise jurisdiction over technical, political, artistic, and financial aspects of radio. After rebuilding many German-destroyed stations and establishing new ones, the Allies turned these facilities back to the previous owners with no attempt to democratize the system. They felt any change in structure was up to the Italians themselves.

RAI's two networks, operating out of Turin and Rome, have a total of 27 medium-wave and five short-wave stations. Since no equipment for building transmitters and studios is available, no new stations are in prospect. RAI operation is paid for by audition fees collected from radio owners, but despite raises in the taxes RAI has been operating on a deficit since the liberation.

RAI and the ministry of Public Instruction have designated a special department and advisory commission to be responsible for planning educational broadcasts and supplying sets to schools. Beginning next year RAI will publish a monthly bulletin, *Radio for the School*, containing listening guides, program outlines, and scripts.

RAI plans its school broadcasts for classroom listening only, and each in-

structor decides whether to make use of the medium. Programs are planned as supplementary aids exclusively, making use of techniques for maintaining listener interest and relating subjectmatter to current affairs whenever possible. A regular half-hour each day is devoted to school broadcasts, with programs beamed to three age levels during each week. These programs are generally divided into two equal parts, the first restricted to scholastic subjects and the second dealing with human interest materials. Students are asked to contribute program ideas, and some are even allowed to participate in broadcasts. However, at present, there are no school broadcasts originating over local stations.

Frequency modulation and television do not exist here. There was some experimentation with TV before the war, but the Germans completely dismantled the studios. However, some government officials hopefully predict that Italy will have television within a year or two. Premier Alcide deGasperi will soon name a commission to study the legal and social aspects of television along with its relationship to movies, theater, sports, and related activities. And Italian technicians hope to pick up some practical knowledge when they are hosts to the International Congress and Exposition of Television at Milan this fall.—JOE A. CALLAWAY, director of radio education, Michigan State College.

zations, which helped underwrite expenses and which have offered cash awards, has been given by Audio Devices, Inc., National Safety Council, Station WJJD, *World Book Encyclopedia*, and Alpha Epsilon Rho.

The 1949 contest attracted a total of 283 entries from 26 states—an increase over 1948.

This year's judges included: Thomas Rishworth, University of Texas; Northrop Dawson, Jr., University of Minnesota; Paul Hood, *Oklahoman* and *Times* Publishing Company; Dan Thompson, National Safety Council; and Henry L. Ewbank, University of Wisconsin.

First place winners included: Elliott Gruskin, New York City; Claude P. Lewis, New York University; Dorothea Simpson, University of Oklahoma; Midshipman John McGrew, U. S. Naval Academy; and Fred A. Brewer, Indiana University.

Slate Discusses BBC

Sam Slate, an alumnus of the University of Georgia, discussed the work of the British Broadcasting Corporation in an address before the Georgia Radio Institute at the University of Georgia on May 13.

Mr. Slate, who serves as program director for the New York office of the BBC, provided a clear outline of the work of the British radio organization, with special emphasis on its cooperation with the *Voice of America* and its efforts to increase understanding between the United States and Great Britain.

"Contrary to popular belief," he pointed out, "the BBC is not a government agency. It is a public service corporation, operated under a Royal Charter. Perhaps the nearest thing we have to the BBC in America is the Tennessee Valley Authority."

UCLA Television Conference

The Southern California Section of the American Educational Theater Association held a sectional conference on Television in Theater Arts at the University of California at Los Angeles, May 13-14.

Television and the Theater Arts Curriculum was the subject of a panel discussion on the opening session Friday evening. A symposium on Facts and Figures on TV—Its Status and Future Prospects, opened the Saturday morning session. This was followed by

Events—Past and Future

Indiana Radio Conference

The third annual Conference on Radio in Education was held at Indiana University, Bloomington, July 14-15. It was sponsored by the University's Department of Radio, School of Education, and Division of Adult Education, in cooperation with the Indiana State Department of Education.

Topics discussed under the general theme "Radio Serves the Public" included: Communication as Art and Business in Modern Life; Using Recordings and Transcriptions in the School; Teaching Discrimination in Communication; Using the Recorder in School; School Radio Workshops; Public Service Broadcasting by Commercial Radio Stations; and Script Writing and Production Clinic.

Speakers and consultants included:

Denn Walker, superintendent of education in Indiana; Fred L. Gerber, producer-director, *The Indiana School of the Sky*; Paul Seehausen, counselor for social studies, State Department of Education, Division of Adult Education, Indiana University; and Robert H. Lee, program director, Radio Department, Indiana University.

National Radio Script Contest

Winners in the National Radio Script Contest were announced at the annual AER luncheon in Columbus. Sponsorship of the 1949 contest was shared by AER with the American Educational Theater Association, National Council of Teachers of English, *Play Magazine*, *Scholastic Magazine*, and *The Writer's Magazine*. In addition, national sponsorship by organi-

a panel on the topic, What Television Can Do for Education. Speaker at the Saturday luncheon session was Irving Pichel.

Following the luncheon a demonstration was held contrasting three treatments of an original dramatic episode—on the stage, on the radio, and on television. The treatments were filmed by the UCLA Motion Picture Division. This demonstration was followed by a symposium on Production Requirements for Television.

The Conference emphasized the idea that the theater arts approach—including training in stage, motion picture, and radio—provided an excellent background for work in television.

Scholastic Script Awards

Fifty-eight high school students in 22 states received honors for radio scripts in the 1949 Scholastic Writing Awards.

Scripts submitted for national judging totalled 440, the largest number on record. Many more were considered in 15 regional preliminaries of the competition conducted by *Scholastic Magazines* with the cooperation of the Association for Education by Radio.

Three students winning the \$25 first prize in each of three classifications are: Richard Jackson, Jr., 17, St. Clair Shores, Michigan [original radio drama]; Margery Schneider, 17, Forest Hills, New York [radio drama adaptation]; Elena Joan Svagdzys, 18, Brockton, Massachusetts [general radio script].

Sponsor of the radio script writing awards is Audio Devices, Inc., which presents the prizes and plans to publish some scripts in the second annual *Audio-scripts*. Audio Devices, Inc., also presents to teachers of students receiving first prizes a package of 25 Audioclips for school recording, together with six sapphire Audiopoints. These teachers are: Sr. M. Bernita, S. S. J., St. Gertrude school, St. Clair Shores, Mich.; Mrs. Adele Tunick, Forest Hills high school, Forest Hills, N. Y.; Ruth T. Cosgrove, Brockton high school, Brockton, Mass.

Richard Jackson's prize-winning crime-doesn't-pay drama, *Sometime Tomorrow*, appeared in the May issue of *Literary Connoisseur*, illustrated with prize-winning art from Scholastic Awards.

National judges for the 1949 Radio Script Awards were: Mrs. Gertrude G.

Broderick, radio education specialist, U. S. Office of Education; Robert Heller, executive producer, CBS; Judith C. Waller, director, Public Affairs and Education, NBC. Preliminary judges included Olive McHugh, radio consultant to UN, and Mrs. Arthur Fletcher, radio script author.

Judges welcomed the great improvement in the general radio scripts. Excellent interviews, student book forums, and community service programs were submitted.

Kentucky Staff Changes

Elmer G. Sulzer, director, Station WBKY, and head, Department of Radio Arts, University of Kentucky,

recently resumed his post after spending a year in advanced study at the Institute for Communications Research, University of Illinois.

Lewis Sawin, formerly of Station WLEX, Lexington, has been promoted to the position of program supervisor to replace Mrs. Lelo Robinson, resigned. J. Ransford Davis, formerly with Station WILL, University of Illinois, has been appointed engineering supervisor.

In addition to its regular FM operations, Station WBKY feeds eight programs weekly to Station WHAS, Louisville, six to Station WLEX, Lexington; and three each to Stations WLAP and WKLN, Lexington.

School Broadcasting

Atlanta Roundtable

Writing teachers from Atlanta and Fulton County, staff members of Station WABE, and social studies teachers participated in an interesting roundtable on July 19.

Aside from discussion as to the type of scripts which go over well with the youth of the public schools, there were many other questions, some touching the future of educational radio in Atlanta in its impact on the community as well as the school.

G. A. Burrows, who writes many scripts for the school radio and is known as a "radio-teacher," pointed out that the schools were hardly ready for radio education when an Atlanta department store suddenly tossed a radio station into their laps as a gift. The schools, he felt, should not have been so far behind, especially in the Southern region where radio plays such an important and questionably constructive part in our local and regional politics, and where its effect has been so marked on the relationship of the region and the nation. For radio has sprung up everywhere, but too often, like our local newspapers, such stations are nothing more than another means of advertising profit, with chain-store and canned-radio the only thing cheap enough to make them pay except when political races are on. Issues are then too often lost in an unrestrainedly personal campaign which makes advertising over radio more valuable as the people get interested, much as they do over the next most popular feature, a ball game, or some other sort of competitive fea-

ture.

One of the issues of the discussion of educational radio was the extent to which education is responsible for current radio programs in America. Could educational radio influence commercial radio in our country—its objectives, its choices of program, and the like? Our chief speaker was pessimistic. He feared that educators had "washed their hands" of commercial radio! A majority had concluded that it was hopelessly what it was: a stultifying influence at best.

But there was another note sounded by a speaker, who, though a staff member of Station WABE, was now also doing commercial radio work. Because of the high quality of her educational programs, she had been invited to do commercial programs, at first during the summer months, when there were no programs being beamed into classrooms. Commercial radio people, she had discovered, were greatly interested in the educational programs, some of which had become very popular with children. School children, she had learned, were great advertisers, especially where their teacher is concerned. If children and their mothers like the educational programs, such programs will be aired rather than soap operas or recorded ball games. Because the school programs are recorded, the writers can use them to advantage after they have been broadcast. Sometimes they may make considerable money for their authors. They offer also a short-term demonstration to book publishers of how well something the writer does

will really go over with children. Perhaps, as a result, teachers may come to have much more to do with the curriculum than they do today in the Southern area, because it is so distant from publishing centers.

There are many difficulties that radio education still faces. This speaker felt that radio must make education more personal, that it should not be used often as an auditorium program. Some, of course, disagreed—and for valid reasons.

The writing teachers surveying the discussion, in the opinion of the authors, felt that radio was worth far more as a laboratory for the encouragement of writing initiative on the part of Atlanta teachers than, perhaps at present, it is in the classroom. The future will depend on the interest of the teachers of the area in writing as contrasted with classroom utilization. Also, and of great importance, it was felt that the quality of educational radio could have a vastly elevating effect on popular radio programs.

The social studies group was interested in George V. Allen's account of that world-wide educational radio service, *Voice of America*, on the afternoon following the roundtable. These programs are beamed from the United States throughout the world in twenty languages. The question was raised as to whether educational radio should be of a propaganda nature. No final answer could be given to this question, because the term "propaganda" could have so many shades of meaning under different circumstances. But a librarian suggested that even in the choice of a bibliography a librarian must have a point-of-view differing from that of another librarian; how much more is this true as to choice of material over radio. This suggests that educational radio for Americans should be local in nature and in its origins, to be fair and to be effective. Even the program, *Voice of America*, may come to be affected by local educational radio in time, some felt.—GEORGE H. SLAPPEY, President, Atlanta Area Social Studies Council, and PANSY SLAPPEY.

Resumes School Broadcasts

Station WIP, Philadelphia, announced recently that a new series of in-school listening programs will begin on Monday, October 10. Sam Serota, the station's educational director, is in charge of the presentations, which

are given each school day from 9:45-10 a.m.

The Monday series is entitled, *A Trip to the Zoo*; Tuesdays: *Quiz Class*; Wednesdays: *Adventures in Music*; Thursdays: *Fun with Rhythm*; and Fridays: *Classroom of the Air*. This latter series consists of demonstration classes by expert teachers and selected students of the Philadelphia public schools and is intended for use in upper elementary grades.

Chicago Survey

Evidence of the growth in the use of radio and other technological aids as classroom procedure in the Chicago public schools is contained in the results of the recent radio equipment survey, conducted by the Division of Radio.

The survey revealed the following pieces of equipment: radio receivers FM, AM, combination—1,475; playbacks 16-inch, 33 $\frac{1}{3}$ -78 rpm—210; central sound systems—23; tape recorders—10; disc recorders—48; wire recorders—22; television receivers—2.

The report shows an enormous increase in the number of FM receivers; a 100 per cent increase in the number of recording devices, used in dramatics, speech, social studies, and other classes.

Birmingham Needs Scripts

The Birmingham, Alabama, Public Schools' Radio Series, entitled *Quarter-Hour Plays*, needs original scripts. Station WAPI, which presents this series offers \$10 for each script used. Each play should be designed to run for thirteen minutes.

For further information, *AER Journal* readers should address Evelyn Walker, Radio Coordinator for the Public Schools, Station WAPI, Birmingham, Alabama.

Alpha Epsilon Rho



The National Meeting of Alpha Epsilon Rho was held in conjunction with the Institute for Education by Radio in Columbus, Ohio, May 5-7. Present at the meeting were delegates from Alpha, Beta, Gamma, Epsilon, Eta, Theta, Iota, Lambda, Mu, Xi, Omicron, Pi, Rho, Phi, Upsilon, and Chi Chapters. The assembled delegates voted unanimously to accept Boston University as Psi Chapter, the twenty-second chapter of Alpha Epsilon Rho.

The following national officers were elected: Student President: Dick Lyons,

Beta, Syracuse; Regional Vice-President, Region One: Linell Johnson, Beta, Syracuse; Regional Vice-President, Region Two: Len Martin, Eta, Alabama; Regional Vice-President, Region Three: Glen Ellstrom, Epsilon, Ohio State; Regional Vice-President, Region Four: William Dempsey, Mu, Nebraska; Regional Vice-President, Region Five: Don Clark, Theta, Oklahoma; Regional Vice-President, Region Six: James Ludlow, Omicron, Brigham Young.

The National Meeting was presided over by Betty Gering, Executive Secretary. Following the conclusion of business, the delegates and accompanying representatives had a party in the Torch Room, arranged by Ellen Yokum, Epsilon Chapter.

Questions concerning Alpha Epsilon Rho should be addressed to Betty Thomas Gering, Executive Secretary, Alpha Epsilon Rho, Station KUOM, University of Minnesota, Minneapolis 14.

[concluded from page 8]

cost far less than either war or other methods of doing the same job.

It might also be wise to investigate where the four and one-half million dollars for the RIAS budget come from and whether there is not a relationship between this sum and occupation costs, borne by the Germans, which has been overlooked in Mr. Cisl's recent letter and other discussions and articles about this problem.—H. J. SKORNI, radio director, Indiana University, and formerly consultant, Radio Branch, Information Services Division, Office of Military Government [Germany].

[concluded from page 7]

can easily be used for review purposes during vacation periods and the making of the transcriptions for such periods need consume only a minimum of time.¹

The following half-hour program might be used for a week of vacation period:

01-15: Short introduction by regular instructor. The reading by a native of one lesson. This reading will be made in breath-groups. After each breath-group there will be a longer interval of silence, during which time members of the class can repeat the foreign phrase.

16-30: Announcement by regular instructor of reading selection to follow. Playing of transcription of lesson taken before the vacation period. A different set of readings may be used each day.

Once Professor D has taken care of these preliminary problems, he finds many more concerned with the nature of the course itself.—WALTER MEIDEN, assistant professor of Romance languages, Ohio State University.

¹See Walter Meiden, "The Use of Recordings in the Radio Language Course," *Modern Language Journal* 33:13-18, April, 1948.

AER Record Review

Schoolguild Theatre Recordings, Series I

Rating—This series receives a general rating of "excellent" from a Sacramento, California, committee.

It should prove valuable in English [biography], social studies, science, and drama classes and for units on transportation or communication, health or conservation. The series may also be found useful in libraries as a way to motivate and increase reading, and in teacher education classes as a means of illustrating school use of audio materials.

Specifications—Each of the five records is a complete teaching unit—dramatization of a great American life, and a study guide—on the two sides of a 16-inch Vinylite high-fidelity transcription (33 1/3 rpm). The series was written by Elizabeth Goudy Noel and Wilson Bower, produced by Training Aids, Inc., in association with Ralph Garrison and the authors. Distributed nationally by Training Aids, Inc., Box 915, Sherman Oaks, California. Single recordings, \$10; series of five, \$45.

Description—Each recording contains four sections: [1] An introduction for the teacher, with suggestions for use of the transcription, and background materials; [2] Pre-listening activities for students which are planned to direct listening to important parts of the program; [3] A 15-minute dramatization of a distinguished American; follow-up suggestions designed to help the teacher check what has been learned, and a "listening quiz" enabling the students to test their listening skill.

Titles in the series are "Splendid Legend" [Mark Twain], suggested for English and social studies classes, motivation for outside reading, literary appreciation; "The Outrageous Toy" [Alexander Graham Bell], suggested for science, English, and social studies classes, communications projects; "The Bird Man" [John James Audubon], suggested for science, natural history, English [biography] classes, conservation units; "Dividing a Continent" [George Washington Goethals and the Panama Canal], suggested for science and social studies classes, transportation units; "Doctor Elizabeth" [Elizabeth Blackwell]—the first woman doc-

tor], suggested for social studies, English [biography], drama classes, health projects.

Each dramatization contains a recorded listening guide for students.

Appraisal—The transcription selected for evaluation was "Doctor Elizabeth." The first part of the recorded classroom guide contained an introduction for the teacher: background data on Elizabeth Blackwell, suggestions for the record's use in various classes, with its purpose being "to stimulate oral discussion, and interest in biographical reading; to illustrate the struggle for women's rights; perhaps to help encourage girl students to consider the field of medicine or other new, occupational areas where women have not yet been accepted." The next section—"Pre-Listening Activities"—brought additional background material to the students, and a "mental race"—six questions relating to other famous women to be answered aloud by the students in the classroom before a voice on the record gives the correct answer. Following this, students were directed to write down five questions, read by the announcer, that they should be able to answer after hearing the drama. In the "Follow-up Suggestions," the questions are repeated and a direction is given to stop the record for class discussion. During the "Listening Quiz" which completes this section, the students were asked to identify various lines from the play and to write down the name of the person who spoke them. This is planned as a check on skill in listening, with the students totaling their own scores after the correct names are given.

This is a new and generally successful presentation of transcriptions as teaching texts. The Audio Guide—as the recorded study helps are called—received somewhat varied reactions from the evaluating group. While the majority considered it a splendid innovation, since it eliminates much of the teacher's preparation period and supplants the easily-misplaced printed manual, a few thought the helps too elemental. Since, in any case, use of the guide is optional, it was generally agreed to be an asset—especially in those situations where audio aids are still an unfamiliar tool. The authors have stressed that the utilization activities may suggest others to the teacher which will be more closely related to the teacher-learning situation at hand. However, the guides were tried out experimentally with groups of teachers and pupils during production.

There was almost unanimous agreement on the excellence of the dramatized portion. Promotional literature on this series had included endorsements by leading educators in such terms as "far superior," "a must," "excellent," and a teacher in Santa Barbara had called the records "one of the greatest boons an English teacher could ask for." That might explain any "resistance" in the listening group preceding the demonstration! The recording opened with an introduction which cleverly established an immediate "rapport"

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between the student listeners and Elizabeth Blackwell. There was youth appeal in the young girl's growing interest in medicine, adventure in her attempts to enter a medical college. Her final acceptance, her struggles to establish a practice, the tragedy of her partial blindness, and the drama of her determination to continue in a medical career despite the handicap, all made an intensely listenable drama. Included, but not intruding on the story, was a commentary of medical progress in the United States, paralleling Dr. Blackwell's own life. It was presented with good music and background effects by an excellent cast. There was some criticism of an overly-dramatic episode or so, and another comment that the drama seemed "too

entertaining" in places for classroom use. Others in the groups argued that any dramatization must be entertaining to keep a roomful of young people, conditioned to the best in radio entertainment, absorbed. All agreed that, while getting across information and facts, the authors never became dull in their writing.

An important objective of the school in our society is character education and guidance. A valuable approach is through the study of the lives and achievements of distinguished leaders. Besides contributing to the content areas of the curriculum, the School Guild Theatre Recordings may also be highly recommended as an effective means of achieving this purpose.

radio she wishes to use.

Standard radio sets are kept in classrooms—two on first floor, one on second, and one on third. The teachers who wish to use these radios send to the proper rooms for them.

Two teams of boys deliver FM radios, using the previously-prepared schedule as their guide. Since the radios must be carried from one end of the school to the other the teams alternate in their duties—two one week and two another.

The schedule is kept in a convenient place near where the FM radios are stored. Each morning at 9:00 a.m. and each afternoon at 1:00 p.m. the boys refer to the chart to see which rooms should get radios. They deliver them, set the radios for proper tuning, and pick them up for delivery to the next room. At 3:00 p.m. these radios are returned to the storeroom.

The efficiency of this plan depends upon a team of boys who show qualities of reliability, promptness, and courtesy at all times. Their work is recognized by our Student Council as a service to our school.—ANNE N. GREEN, radio chairman, Volta School, Chicago.

Members Write Us

Appreciated by PTA

Mrs. L. E. Sutherland, 3346 Grayburn Rd., Pasadena, California, state radio chairman, California Congress of Parents and Teachers, is an enthusiastic *Journal* reader. Under date of March 15, she wrote:

I want to tell you how very helpful I have found the *Journal of the AER* in my work as state radio chairman for the California Congress of Parents and Teachers. It has provided me with much useful information and I have encouraged our district chairmen throughout the state to subscribe to it.

Recently I attended the Western Radio Conference in San Francisco and heard George Jennings speak. He certainly gave us all inspiration to work harder to secure the benefits of radio education.

During this past year I have secured a fine article for our California Parent Teacher magazine each month. Early in the fall I wrote one on the importance of parents helping their children evaluate programs and gave some suggested standards. Then our state-wide committee of 35 persons embarked on a project of selecting the best programs on the air for family listening and those best for children's listening. These lists were printed in the magazine. Our state director of audio-visual education of the State Department of Education gave us an excellent article on radio in our schools. This month we have an article, "Is Radio One-Way Traffic?" that I think you would be interested in reading.

Best wishes for continued success in your fine journal!

Seeks Japanese Reprint Rights

The Editor of the *AER Journal* received an airmail letter dated March 12, 1949, from Seichiro Katsurayama, Feature Editor, Radiopress, Inc., Yomiuri Kaikan, Yuraku-cho, Tokyo, Japan. He writes:

We are a Japanese nonprofit organization known as Radiopress, Inc., devoting ourselves to the democratization of Japan through publications and other media of information. Among our activities we have a monthly magazine which introduces the western world to the Japanese reading public. The readers comprise mainly intelligentsia and students, as the materials are mostly serious matter from foreign radio sources.

However, educational articles from American periodicals would improve our magazine. I have perused your *Journal* at the local Army library, and found it to be highly interesting and informative. I should like to inquire whether it is permissible or not to translate into Japanese certain articles carried in your *Journal*. If such permission can be granted, we would like to know the terms. We realize very keenly the necessity of diffusing information of America to the Japanese people, not tomorrow but now. We hope that you are of the same opinion, and would appreciate anything you can do for us in this respect.

Incidentally, our Japanese magazine is 96 pages in length, and is the size of the *Reader's Digest*. Circulation at present is between 25 and 30 thousand, and no profit is accrued from this publication in view of the nature of our organization. The magazine, taking its name partly from our organization, is called *Radio Digest*. Digest has been adopted because of its name appeal.

Idea Exchange

Scheduling Radio Sets

In a large city school of 1,070 children it requires a bit of planning to work out a schedule whereby the radios of the school are made available to the various classrooms at the time they need them for their radio listening.

At the Volta school we have three Freed-Eisemann AM-FM radios and four standard AM sets. At the begin-

ning of the semester each teacher receives a copy of the semester schedule of programs available for classroom listening. Then radio handbooks for programs suitable to that grade are distributed.

During the week before the programs begin, a schedule is sent around on which the programs and radios are listed. Each teacher signs up for the programs she wishes to hear and the

Principles for Success

Maurice B. Mitchell, director of broadcast advertising, National Association of Broadcasters, outlined in a recent address five ways to use radio more effectively. Mr. Mitchell was speaking, of course, about radio advertising, but his principles apply equally to educational broadcasting.

The principles are: [1] have an objective; [2] beam your program; [3] feature strong departments and lines; [4] make copy pointed and reasonable; and [5] coordinate advertising in all media.

Obviously points one and two apply to educational broadcasting; point three might be interpreted as meaning the featuring of educational programs in subject areas where most needed or where they will fulfill the greatest need or, if building an audience is required, in subjects studied in all grades—art, music, current events. Point four is again obvious; and point five might well mean the coordination of all instruction materials—films, slides, texts, supplementary readers, and so forth.

AER members may secure copies of Mr. Mitchell's address by sending ten cents to Charles Rich, Box 573, Jamestown, New York.—GEORGE JENNINGS